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ABSTRACT

This Personalized Activity Kit presents an overview of the steps in a student needs identification procedure. These steps will be more fully explained in a subsequent publication in this series. Student needs assessment focuses on refining goal statements and on the development of a set of valid priority needs. The concerns-analysis approach is preferred because of the community involvement that occurs. The testing approach can be used later in the program evaluation stage. The steps in a student needs identification procedure are to analyze present or prior goals, gather concerns, determine related values, collect facts, analyze concerns and facts, develop validated needs statements, and list needs in priority order according to their importance or criticality. Appendixes contain guidelines, worksheets, activities, and further criteria for a needs assessment. (Author/IRT)

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.0 - STUDENT NEEDS IDENTIFICATION - AN OVERVIEW

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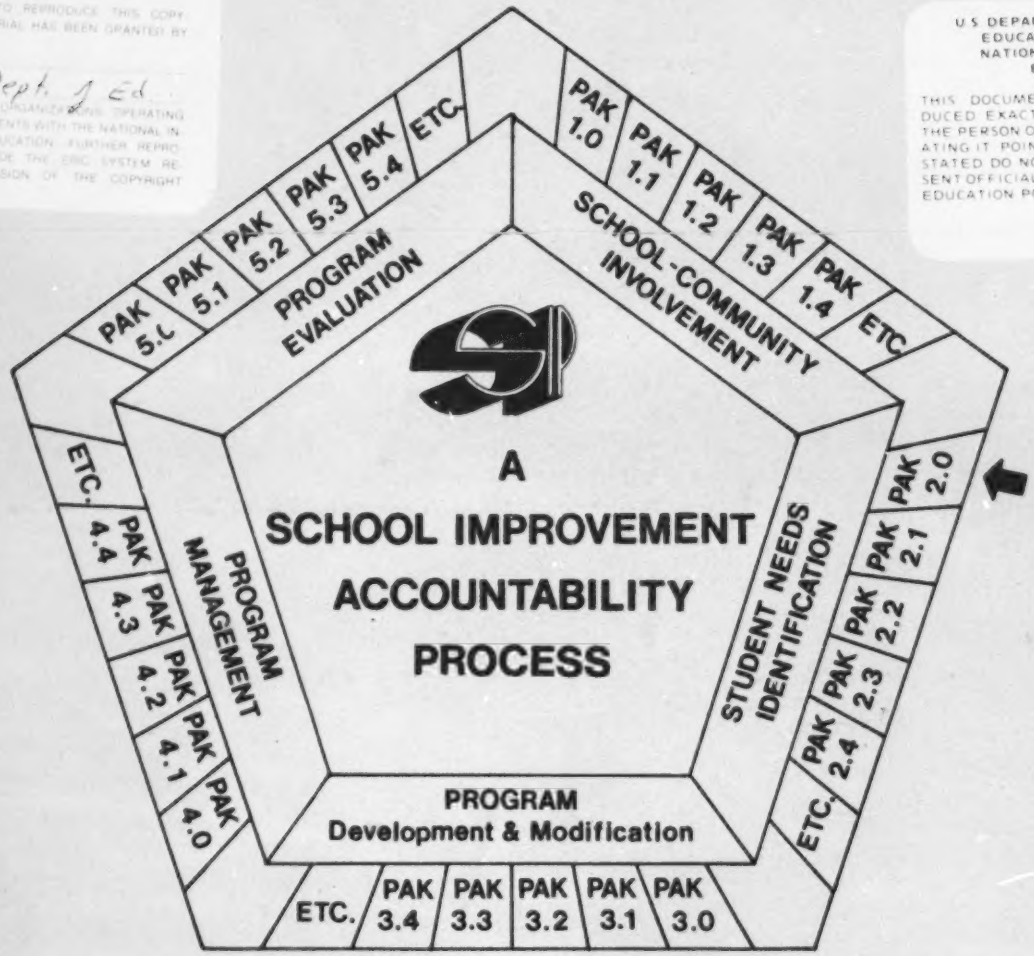

Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.0 - STUDENT NEEDS IDENTIFICATION - AN OVERVIEW

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Denver, Colorado
July 1975

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, page 2, for additional instructions.
- Do the exercises on worksheets copies from Appendix B. (when included)
- Read the bibliography (when included).

STUDENT NEEDS IDENTIFICATION - AN OVERVIEW

PAK #2.0

Purpose:

The purpose of this PAK is to give an overview of procedures for identifying educational needs of students which can be factually supported.

As individuals, it is common to have physical checkups. We take the car to a mechanic for a tuneup, and we need to balance our check books. In our daily lives we are constantly faced with both the desirability and necessity of determining how well our needs are being met. The only way this can be done is through the identification and analysis of our needs.

Similarly, school/community members periodically should ask whether or not the needs of the students and the purposes of their schools are still the ones that had been identified earlier as necessary and desirable, or have they changed? Are the stated goals, objectives, and progress toward those objectives still appropriate? To better meet the educational needs of students, some programs may need to be modified, some may need to be discontinued, and new programs may need to be added.

In the past, school districts have used the routine methods of annual budget and fiscal reports, periodic self-studies as part of a school accreditation process, or standardized testing to determine how well district goals and objectives were being met. These methods, however, do not directly relate student needs to any program improvement.

At this time there are sound legal bases for the implementation of a Student Needs Identification. If your district is one of those changing or contemplating changing from standard accreditation to contract accreditation, the results of a Student Needs Identification will be required in your school improvement contract. Those districts that have received long-range planning grants under the Comprehensive Planning Act are also required, as specified in the guidelines, to conduct a Student Needs Identification. But most importantly, the Rules and Regulations of the Educational Accountability Law of 1971 require that student needs be identified, "The local board of each district shall develop and adopt its educational accountability program based on student and educational needs for that district. ... " (See Rules and Regulations, Section 4.1, Educational Accountability Law, 1971.)

The procedures you will be learning in this series of PAK's focus on student (learner) needs rather than on educational (institutional) needs. It is the difference between looking at the need for students to read better as compared with increasing custodial salaries. These procedures can be described as routine, formalized, on-going ways to determine whether there are "gaps" between what ought to be and what is. We need to be able to identify these gaps, place them in a priority order, and effectively act upon them.

Student Needs Identification procedures can be applied at the level of revising district goals. These procedures also can be applied in revising present programs and in developing new programs. They can even be applied at the instructional level by a teacher with an individual learner. The teacher might make a judgment about that learner's performance in relationship to a single learner objective and make changes in instructional strategy, activities planned, or resources allocated. This series of PAK's will concentrate on using Student Needs Identification procedures to help in goal setting and in establishing a priority list of learner needs.

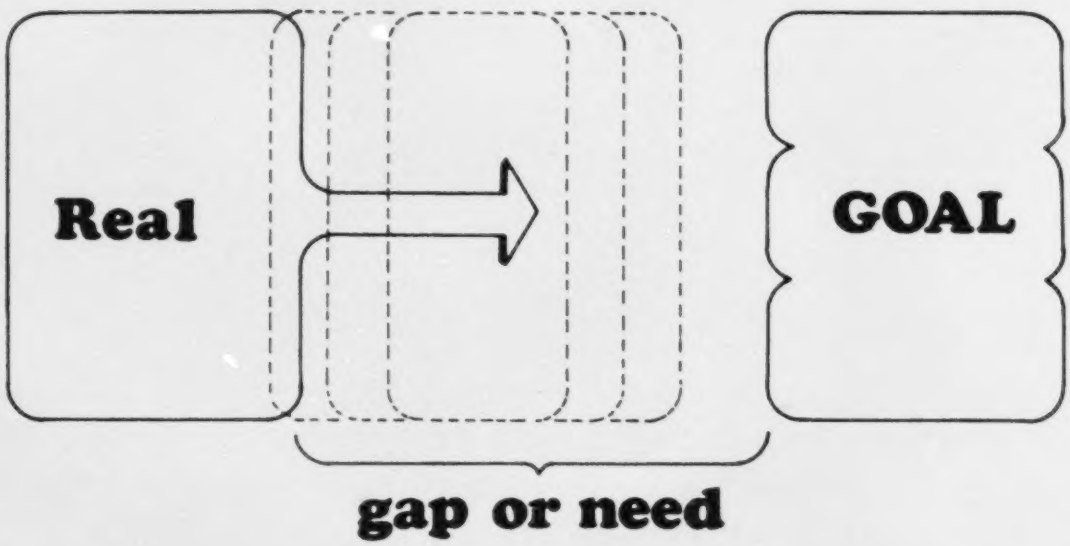
A few definitions are important in order to understand Student Needs Identification (Needs Assessment as it is commonly referred to in the literature). Need is defined as the difference between what ought to be (goal) and what is (present reality). Educational goals are usually thought of as a general statement of purpose or ideals. It is "what ought to be." Several suggested ways to do a Student Needs Identification or a Needs Assessment are found in the literature. The two basic methods are:

1. Concerns-Analysis Approach

2. Criterion-Referenced Testing Approach

(1) Concerns-Analysis Approach: If respondents feel no difference or discrepancy exists between what ought to be and what is, then no "need" has been identified. Goals (what ought to be), however, are subject to constant refinement and interpretation due to higher aspirations. The following diagram illustrates how gaps or needs are identified so we can work toward closing the "gap" between reality and goals. The procedures for doing this will be explained later.

Closing the Gap



(2) The Criterion-Referenced Testing Approach: A criterion-referenced test is one composed of test questions which are developed to measure achievement of learner objectives. In this approach it is first assumed that objectives are already established. Tests then need to be developed and administered to measure where the learner is in relationship to where he ought to be. These tests are the performance standards which define minimal levels of acceptable performance. If performance is below the specified levels, a need exists. Though this is valuable information, the concept is too narrow for use in the needs identification stage of the school improvement/accountability process. However, the use of the Criterion-Referenced Testing Approach is recommended in the program evaluation stage of such an educational improvement process. Then these test results are cycled back to the local committee and provide additional information for the members to use in identifying student needs.

In Colorado the accountability law requires that the community be involved in goal setting and that objectives be developed that are consistent with the goals based on student needs; therefore, the Concerns-Analysis Approach is recommended for the following reasons:

1. It provides ways to involve the community in developing and establishing goals, values and needs for its schools.

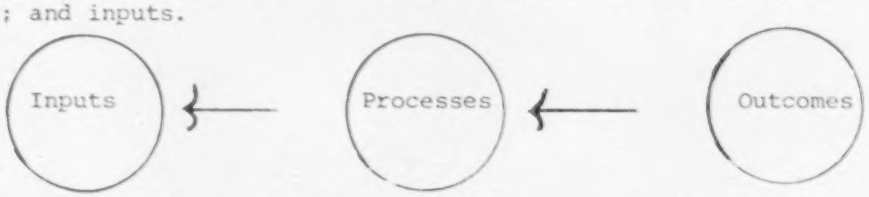
2. It requires the school staff to develop its own objectives that are consistent with the district's goals and needs, rather than accepting someone else's prepared objectives without adaptation to meet the local situation.

HOW DO YOU DO IT?

PAK #2.0

Often in evaluating a school's performance too little attention is generally given those objectives we are really after -- the desired outcomes expressed in terms of learner skills, competencies, attitudes and values. These should be determined first. Once we define and agree upon these outcomes, then we can determine much more efficiently the activities, processes, staffing and facilities needed to achieve those desired results.

Today's most promising method is through systematic planning and decision-making based on these desired learner outcomes. Systematic planning techniques can be understood if we view them in terms of three basic concepts: outcomes; processes; and inputs.



The outcomes of an educational system are spoken of in terms of goals and objectives of the school. How do we want young people to think and act? What do we want them to know, to value? The processes of an educational system are the many different kinds of activities which go on in the schools, such as teaching, reading, recreation, lab work, and field trips. The inputs are such things as the characteristics of pupils and staff, the facilities and the money that keeps it all running.

The outcomes determine what processes should be used, and the processes determine what kinds of inputs must be provided. In the systematic method of planning and decision-making, it is necessary to identify critical problems and to translate these problems into desired outcomes or objectives. How can we solve problems or make effective decisions until we have some idea of what the problems really are, or what the real outcomes will be when the problems are solved?

In the past most Student Needs Identifications have resulted in the collection of preconceived solutions and educated guesses. Traditional types of planning placed emphasis on solutions rather than on problems (needs). School districts built a building or instituted another program or added staff without a prior determination of what was supposed to happen in terms of desired outcomes.

People have a tendency to become solution-oriented too early in the decision-making process. They want to cut corners and reach a solution before a clear definition and analysis of the problem has been made. That is why we frequently have made so many mistakes in our planning and have not really solved problems. In effective planning it is important to recognize the difference between problems (the "whats") and solutions (the "hows").

Here is a little quiz. Which of the following are proposed solutions or "hows" and which are genuine problems that are focused on learner outcomes or "whats?"

1. *Higher teacher salaries -- problem or solution?*
2. *Individualized instruction -- problem or solution?*
3. *Improved reading communication skills -- problem or solution?*
4. *More counselors -- problem or solution?*
5. *Positive self-concept in students - problem or solution?*

Answers:

1. *Solution. It may be a problem for the taxpayers, but for the school it is a "how."*
2. *Solution. A "how."*
3. *Problem. A "what."*
4. *Solution. A "how."*
5. *Problem. A "what." Possible solutions might be: help all students to succeed; give praise generously.*

One of the first steps in systematic planning is to conduct a Student Needs Identification. This is a logical means of identifying the goals and the desired learner outcomes within a school system. Once we identify and document the needs, they become stable foundations for both immediate and long-range planning and for the setting of priorities. Priorities are necessary because of the limited resources of a school district. It is not possible to resolve all problems at the same time; trying to do a little bit on each of many problems solves none of them. A Student Needs Identification will identify the most critical problems so we can focus the necessary resources on these and resolve each of them before going on to the next.

A Student Needs Identification gives direction to our planning because problems are identified in such a way as to point out the next steps in the planning procedures. A good Student Needs Identification will give the district these four important products:

1. A list of the critical learner needs of the district, ranked in priority order according to importance or criticality.
2. A collection of expressed values or statements of belief which serves as a basis for developing an operational school district philosophy.

3. A list of possible solutions (from the solutions "bank") for resolving these educational needs.

4. A revised statement of goals and some of the ingredients for developing objectives to guide the school programs.

We need wide involvement to accomplish this work. First, we need a local committee to plan how the Student Needs Identification will be conducted. There should be more lay citizens and students than professional staff on the committee. After the orientation session this committee will have the opportunity to develop a work plan for conducting this study. Typically, the procedure is as follows:

Step 1. Analyze Present School Goals:

Find out how the community (students, professional staff and concerned citizens) feels about what the schools should be doing and how well they believe the schools are progressing toward their goals. There are many ways this can be done -- short questionnaires, personal interviews, speak-ups, informal discussions and formal programs designed to gather this information. Since involvement is a key ingredient to commitment, a combination of methods is a better approach. Doing some or all of these things will help us begin to identify major areas of concerns which will be more specifically identified as we complete the next steps.

Step 2. Gather Concerns:

Expressions of concern are systematically collected from a wide variety of sources: the collective thoughts from study groups within the school district; information from interviews; opinion surveys of students, professional staff, parents and other citizens; community meetings, PTA and other service clubs.

Now we must classify these concerns by grouping them into categories according to similar topics and themes. Those categories containing the most concern statements indicate the possibility of the existence of a real problem and should be dealt with first.

Step 3. Collect Facts:

It is now necessary to collect all possible factual information related to these major concerns. Some sources of facts are: school testing data; research reports; recommendations from existing studies such as accreditation reports; state reports such as dropout studies; and community analysis studies. Determination of the percentages of students, professional staff, and lay citizens who expressed each of these major concerns is the next task.

Step 4. Do a Concerns (Match-Mismatch) Analysis:

Before a concern is recognized as a real need, it must be processed through a series of considerations we call a "concerns analysis." We make up two sets of statements about each concern.

a. A set of value statements that describes "what ought to be." What would we like the situation to be when the need is met and the problem is solved?

b. A list of relevant facts describing "what is" with respect to that concern. What are the facts related to this concern?

c. When there is a clear difference or gap between what ought to be and what is, we have identified a valid learner need.

For example, suppose a large number of people expressed the concern that children's reading skills were inadequate.

Using a form like the one on page 11, write the concern at the top. In the left-hand column state the values as the committee believes these values ought to be. Collect the facts and write them in the right-hand column. Some examples of value statements related to the concern are:

a. We believe the ability to read is essential to success in our democratic society.

b. We believe all students should develop a positive attitude toward reading for both learning and pleasure.

c. We believe that 90% of the educable students entering secondary schools should have a reading ability sufficient to enable them to function independently.

d. We believe all children should read at their ability level.

When the committee is developing its value statements, it is possible that individual values will clash. Emotions can even get out of hand. If this begins to happen, use consensus procedures (PAK's 1.2, 1.3, and 1.4).

Step 5. Validate Need:

The next step would be to gather facts that describe the situation. Remember, facts are verifiable and agreed upon information. It is a fact if you can see it, measure it, hear it, or otherwise check it. You may have facts including statements such as these:

(a) One-third of pupils in secondary school are lacking the necessary comprehension and study skills to enable them to work independently. (Source: Wisconsin Design for Reading Skills Development)

(b) 25% of our upper intermediate level students lack necessary word attack and comprehension skills based upon reading expectancy tables. (Source: Teacher diagnosis)

(c) There are no public kindergartens in the community to help develop reading readiness at early ages. (Source: Public documents)

(d) In a recent interview of students who had dropped out of school, 88% stated that reading handicaps were the basic cause of academic problems for them. (Source: Dropout study)

When a difference or gap can be clearly shown between what ought to be (a value) and what is (a fact) a need has been identified. The process to this point has given the committee perspective, focus and clarification of terms. They are now ready to validate the need, restate it, and develop it in such a manner that the five following criteria are met:

1. The validated need statement must focus on learner needs. (e.g., the learner should acquire the proper skills, information and positive attitude for proficient reading.)

2. The validated need statement must identify the target groups of learners. The statement should tell how many and where they come from. (e.g. 25% of our upper intermediate level students lack necessary word attack and comprehension skills based upon reading expectancy tables. These tend to be children from low socio-economic homes and children with physical or mental handicaps.)

3. The validated need statement must include specific standards for judging when the need has been met. (e.g., this need will be resolved when 90% or more of the pupils in secondary school have a reading ability to enable them to function independently.)

4. In order to set priorities, the importance or criticality of the validated need should be determined by the committee itself. The following rating scale can be used. Is the validated need:

   a. Extremely critical?
   b. Very critical?
   c. Important, but can wait?
   d. Not critical - not important?
   e. Undecided or unknown?

5. The committee must set deadlines determining the maximum time limits allowable in satisfying the need. (e.g., This need must be resolved prior to June 20, 1978.)

   An actual example done by a Colorado school district is included in Appendix B, page 3.

After the committee has analyzed all the major concerns, the criticality factor given to each of the several validated learner needs helps the committee in arranging these needs into a priority list.

Step 6: The final step is to look at the district's goals to see if they are consistent with the identified student needs and with community expectations. If not, it may be necessary to revise the goals to harmonize them with the student needs which have been identified. In reviewing the committee's activities, some questions need to be asked:

- How many people in your community participated in studying/writing goals?
- Does your community agree with the goals as stated? Does your community understand the goals as stated?
- Are there missing goals? Do some goals need to be deleted?

CONCERN: OUR CHILDREN'S READING SKILLS ARE INADEQUATE (Example of Steps 4 and 5)

VALUES (What ought to be)	FACTS (What is)
We believe: 1. The ability to read is essential to success in our democratic society. 2. All students should develop a positive attitude toward reading for both learning and pleasure. 3. That 90% of the educable students entering secondary schools should have a reading ability sufficient to enable them to function independently. 4. That all children should be provided early experiences which are socially, physically and intellectually stimulating and which will enhance their ability to read, write and speak. 5. All children should read at their ability level.	1. One-third of pupils in secondary schools are lacking the necessary comprehension and study skills to enable them to work independently. (Source: Wisconsin Design for Reading Skills Development) 2. 25% of our upper intermediate level students lack necessary word attack and comprehension skills based upon reading expectancy tables. (Source: Teacher diagnosis) 3. There are no public kindergartens in the community to help develop reading readiness at early ages. (Source: Public documents) 4. In a recent interview of students who had dropped out of school, 88% stated that reading handicaps were the basic cause of academic problems for them. (Source: Dropout study)

PAK #2.0

- 11 -

VALIDATED NEED:

Learner Need: - Acquire the proper skills, information and positive attitude for proficient reading.

Target Group: - 25% of our upper intermediate level students who lack necessary word attack and comprehension skills. These tend to be children from low socio-economic homes and children with physical or mental handicaps.

This Need Will Be Resolved When: - 90% or more of the pupils in secondary school have a reading ability sufficient to enable them to function independently.

CIRCLE ONE:
1. Extremely critical
2. Very critical
3. Important but can wait
4. Not critical - not important
5. Undecided or unknown

TIME DEADLINE:
This need must be resolved prior to June 30, 1976.

This Concerns-Analysis provides several important products -- a priority list of critical needs and a revised goals statement are examples. These should be submitted to the school board as recommendations from the committee. The board takes official action by approving the recommendations.

The board then instructs the professional staff to develop plans to meet critical learner needs consistent with the new goals statement.

A good Student Needs Identification based upon broad school/community involvement can aid in the development of a high degree of forward momentum that can then be channeled into the subsequent steps of planning and implementation. It will generate large volumes of pertinent information that can be profitably used in a public information program. The public is now demanding to know what is going on in its educational system. Now we have valid information to provide to the communication media: newspapers, radio, television, and school newsletters. Such information could include:

1. A statement of school district philosophy based on the agreed upon value statements.

2. A report of the priorities of learner needs.

3. A statement of goals and objectives with explanations.

4. Information for such feature stories as: *"What Parents Think of Their Schools"* and *"What Students Think of their Schools."*

By collecting and classifying the value statements, the professional staff can write an operational school philosophy that describes the responsibilities of the school district in helping learners to meet their needs. Here is what one community leader said of this project:

> *"Our Student Needs Identification project has been a lot of hard work; however, I think everyone feels good about the time and effort spent on the project. In the past we have jumped from one fad to another without meeting the needs of our students. For the first time, we have direction in our school planning. We know where we are going, and we have confidence in our school staff. The school leaders have involved people in meaningful ways. We gathered facts and ideas about school goals and objectives which has helped our school system and its personnel to provide better services to our learners. We are looking to the future with confidence. Most important of all, the project has opened up new approaches and opportunities for learning for our boys and girls .. and that's what the whole thing is really all about."*

Below is one list of criteria which may be used in judging adequacy of a goal setting process. Additional sets of criteria can be found in Appendix B.

1. *The identified needs should be judged as highly relevant and resolving them should be reasonably feasible.*

2. *The efforts should actively involve a large number of people which provides opportunities for them to gain new insights and possibly change their perceptions of the real needs of education.*

3. *The opinion surveys and local committee discussions should cover every segment of the population, reach into every sector of the district, and consider every type of educational concern.*

4. *Deliberations should show that thought and discussions penetrated into the basic levels of educational need and went deeply into the roots of possible institutional change.*

5. *Some evidence should indicate a desire or commitment to continue participation in the resolution of the identified needs and a willingness on the part of the participants to launch out into efforts to bring about some significant changes.*

6. *The facts and objective information used in the deliberations and decisions should be accurate, relevant and extensive.*

7. *The values should be made explicit and should be identified in such a way that their relationships to the decisions made is direct and apparent.*

8. *Some evidence should be provided that the local school district is "ready" to do a Student Needs Identification based on the available data.*

9. *The total effort should point out convincingly that the assessment of critical needs in education is a continuous, on-going process because of changing perceptions of what is possible and desirable within the context of social, economic, political realities and changes.*

10. *Clear distinctions should be made as to the level of needs identified.*

Depending upon the adequacy of the goal development process as judged by the questions and criteria above, the committee should revise and write in layman's language the learner goals for the district.

SUMMARY - PAK #2.0

This PAK has presented an overview of the steps in a Student Needs Identification procedure. These steps will be more fully explained in the other PAKs in this #2 series.

Student Needs Identification focuses on refining of goal statements and on the development of a set of valid priority needs. The Concerns-Analysis approach is preferred because of the community involvement that occurs. The testing approach can be used later in the Program Evaluation stage of the School Improvement Accountability Process.

The steps in a Student Needs Identification procedure are:

- *Analyze present or prior goals*
- *Gather concerns*
- *Determine related values*
- *Collect facts*
- *Analyze concerns and facts (Concerns Match-Mismatch Analysis)*
- *Develop validated needs statement*
- *List needs in priority order according to importance or criticality*

The products of a Student Needs Identification are:

- *Priority list of student needs*
- *Values to be refined into school district philosophy*
- *The beginning of a solution bank*
- *A revised set of goals*
- *Guidelines for the development of objectives*

Turn to Appendix B-1 and study an example for developing the committee's work plan. Finally, using copies of the form on Appendix B-2, develop a work plan for your own committee.

SELECTED REFERENCES FOR FURTHER STUDY

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Appendix A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succe ding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

I.	Time Required:	Two hours
II.	Facilities	One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session.
III.	Equipment & Material Needs:	One overhead projector and viewing screen per room
		Power extension cord (1 per room)
		Transparency sheets
		Grease pencils
		Butcher paper
		Masking tape
		Chalkboard, chalk, eraser
		Name tags (if necessary)

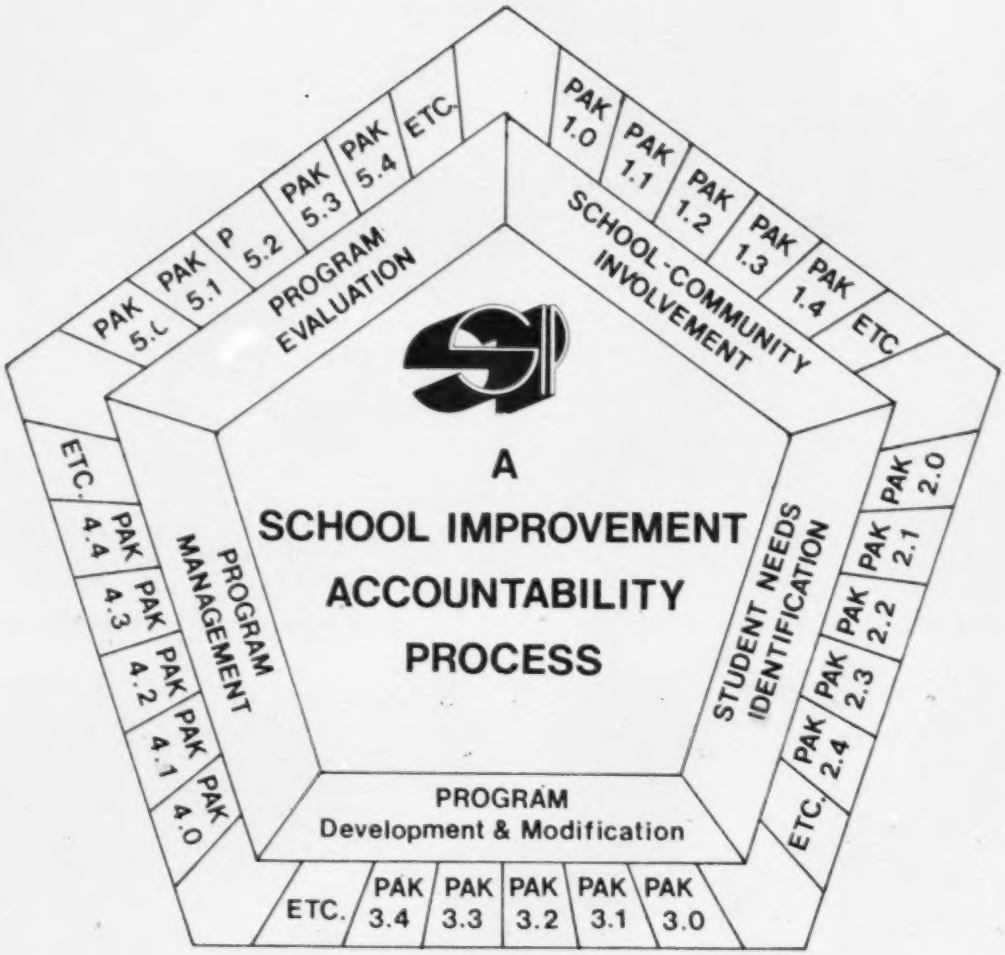
WORKSHOP ACTIVITIES

The following sequence of activities is suggested and may be modified at your discretion.

1.	35 min.	Have participants read materials through the summary page and the instructions to work the exercise. Share questions and reactions.
2.	20 min.	Have participants study the sample Concerns Analysis on Page 11. Work with participants until each has acquired the concept and understands the process. Work either in small groups or individually. Share reactions - help one another.
3.	45 min.	Study Appendix B-1. Use B-1 as a model and do Exercise 1, Appendix B-2.
4.	10 min.	Reread the Summary. Have them score their own answers. Share questions with other members. Remind participants to complete the PAK critique form and turn it in to you.

NOTE: As quickly as possible review the critique forms for feedback information that may be helpful during other workshops.

Total Time: Approximately 2 hours.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SCHOOL IMPROVEMENT
ACCOUNTABILITY
PROCESS
PROGRAM
Development & Modification
PROGRAM EVALUATION
SCHOOL-COMMUNITY INVOLVEMENT
STUDENT NEEDS IDENTIFICATION
PROGRAM MANAGEMENT
PAK 1.0
PAK 1.1
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ETC.
PAK 2.0
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PAK 3.0
PAK 3.1
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ETC.
PAK 4.0
PAK 4.1
PAK 4.2
PAK 4.3
PAK 4.4
ETC.
PAK 5.0
PAK 5.1
P 5.2
PAK 5.3
PAK 5.4
ETC.

ADDITIONAL CRITERIA

I. Criteria of the U.S. Office of Education, Title III, E.S.E.A. (SPB Sept. 30, 1970).

1. As far as the administration is concerned, the needs assessment strategy should conform to the following:

   (a) Are the personnel involved in the program knowledgeable about evaluation, systems design, survey research statistics, and measurement theory, sampling and data processing techniques?

   (b) Have sufficient funds been allotted to adequately accomplish a comprehensive educational needs assessment?

   (c) Has there been department-wide involvement in the planning?

   (d) Are lines of communication and responsibility clearly established?

   (e) Is the Department, the Chief State School Officer, the Title III State Advisory Council, and the State Board of Education (or all of these local counterparts).

2. The strategy used should meet the following criteria:

   (a) Does the overall concept of educational needs assessment define an educational need as the difference between the current status of the learner and the desired learner outcomes?

   (b) Does the assessment strategy include both long and short range objectives?

   (c) Does the strategy include specific activities which have been designed to achieve each objective included in the strategy?

   (d) Does the strategy include a time frame for accomplishing each activity?

   (e) Is the strategy sufficiently constructed so as to consider all the required elements?

   (f) Are student learning goals established for the purpose of determining children's needs through the educational needs assessment?

(g) Are the student learning goals behaviorally stated and representative of cognitive, affective, and psychomotor learning?

(h) Are the student learning goals sufficiently refined to make them measurable objectives for student learning?

(i) Does the strategy include provisions for collecting data about student learning objectives into three categories:

(1) perceptions of the community (including business and industry) educators, and the learner, with regard to the relevance and importance of these objectives?

(2) criterion based test instruments to determine the extent to which student learning objectives have been achieved?

(3) relevant demographic data about the learner?

(j) Does the strategy include provisions for a data sample from which validity can be determined? (i.e., are we measuring what we purport to measure?)

(k) Does the strategy include provisions for a data sample from which reliability can be determined? (i.e., are we measuring accurately and consistently?)

(l) Does the needs assessment strategy include provisions for collecting appropriate information on specific sub-populations?

(m) Does the strategy include provisions to assure that the data collected is manageable and current?

(n) Have the instruments which are designed to collect data been tested thoroughly on a pilot basis?

(o) Have procedures for analyzing data been thoroughly tested to determine if all data collected can be appropriately utilized and treated?

(p) Can the conclusions drawn from the interpretation of data be supported?

(q) Are there logical and defensible procedures established for determining criticality of educational needs identified by data for the State as a whole and for each district area of the State?

II. Criteria of the Interstate Educational Resource Service Center.

1. The Needs Assessment Model must meet the following criteria?

(a) Be capable of generating and distinguishing between learner and institutional needs and must consider all aspects of education.

(b) Produce data in standard formats that are comparable by regions and statewide.

(c) Be repeatable in such a way that the replication assures reliability.

(d) Be capable of validating needs in quantifiable terms.

(e) Provide specific criteria for evaluating needs in terms of accuracy, reliability, validity, feasibility, criticality.

(f) Generate validated needs in a format that makes them immediately useful in the long-range planning efforts of local districts and/or the State Education Agency.

PAK #2.0

APPENDIX B

Here is one way for your committee to plan its work. This is only one example.

PLAN FOR CONDUCTING A STUDENT NEEDS IDENTIFICATION - 1974-75

Sample Planning Chart:

TASK	DATES begin	DATES complete	PERSON(S) RESPONSIBLE	PERSONS OR GROUPS INVOLVED
Appoint Committee	10/1/74	10/8/74	School Board	Comply with Accountability Law.
Orient Committee	10/8/74	10/14/74	District Planner	Committee
Develop Tentative Schedule of Activities	10/22/74	10/28/74	" "	"
Conduct Surveys of Opinion (teachers, public, etc.)	10/29/74	11/21/74	" "	public, teachers,students
Summarize Measurement Data (tests,survey, etc.)	11/22/74	12/14/74	" "	District staff
Carry out Concerns Conferences	12/15/74	1/15/75	" "	Professional staff students, & public
Sponsor Speak-Ups (students)	1/16/75	2/5/75	" "	Students
Summarize admin. data & evaluations	2/6/75	2/27/75	" "	District staff
Classify concerns	2/28/75	3/15/75	" "	Committee or subcommittee
Document concerns with facts & Policies	4/8/75	4/20/75	" "	Committee or subcommittee
Conduct a Concerns Analysis	4/21/75	5/2/75	" "	Committee or subcommittee
Publish statements of critical needs	5/3/75	5/14/75	" "	Committee
Publish tentative operational philosophy	5/15/75	5/31/75	" "	Committee
Outline next steps for resolving critical needs	6/1/75	6/15/75	" "	Committee & professional staff
Publish revised statement of goals & objectives	6/16/75	6/30/75	" "	Committee & professional staff

APPENDIX B PAK #2.0

Exercise 1

A PLAN FOR CONDUCTING A STUDENT NEEDS IDENTIFICATION

TASK	DATES Begin	DATES Complete	PERSON(S) RESPONSIBLE	PERSONS OR GROUPS INVOLVED

CONCERN: West Grand needs to provide vocational education for all students.

VALUES (what ought to be)	FACTS (what is)
We believe: 1. The vocational program should be maintained and expanded in all areas not now offered. 2. Professionally trained personnel should be employed to provide adequate training in the vocational programs. 3. The junior high school students should be offered vocational programs.	1. Community-wide polls conducted in 1973 revealed that a shortage exists in vocational education. Large majority of those responding said this. (Source: Community poll) 2. A majority of our people believe that schools in this community must expand their present vocational programs. (Source: Community poll) 3. Present facilities, equipment and instruction are inadequate. (Source: Community poll) 4. Only 4 vocational courses are available. (Source: Class schedule)

VALIDATED NEED:

Learner Need: Each student should have the opportunity to participate in vocational programs.

Target Group: Present vocational programs are limited, and offered only to secondary students.

This Need Will Be Resolved When: The 4 vocational areas listed on the community-wide poll are available to students.
Trained instructors are provided.
Equipment and facilities are provided for all students desiring and needing vocational education.

Time Deadline: Prior to June 30, 1976, the target date will be set by the Board of Education.

CIRCLE ONE:

1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical - not important*
5. *Undecided or unknown*

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give vour assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials .						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						